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UNITED STATES DISTRICT COURT
WESTERN DISTRICT OF PENNSYLVANIA

* * * * *

CLAUDETTE DELEON, *

Plaintiff, *

vs. * Case No:

CRAWFORD CENTRAL SCHOOL * 05-126E

DISTRICT, CRAWFORD *

CENTRAL SCHOOL BOARD, *

Defendants, *

MICHAEL E. DOLECKI, *

SUPERINTENDENT, *

Defendant, *

CHARLES E. HELLER, III, *

ASSISTANT SUPERINTENDENT, *

Defendant *

* * * * *

DEPOSITION OF

JOANN WILLISON

March 6, 2006

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Multi-Page™

Page 2		Page 4
1	DEPOSITION	1 INDEX
2	OF	2
3	JOANN WILLISON, taken on behalf of the	3 WITNESS: JOANN WILLISON
4	Defendants herein, pursuant to the	4 EXAMINATION
5	Rules of Civil Procedure, taken before	5 By Attorney Heath 7 60
6	me, the undersigned, Wendy Blair, a	6 EXAMINATION
7	Court Reporter and Commissioner of	7 By Attorney Nichols 60 68
8	Deeds in and for the Commonwealth of	8 RE-EXAMINATION
9	Pennsylvania, at the administrative	9 By Attorney Heath 69 - 70
10	offices of Crawford Central School	10 CERTIFICATE 71
11	District, 11280 Mercer Pike, Meadville,	11
12	Pennsylvania, on Monday, March 6, 2006,	12
13	beginning at 1:08 p.m.	13
14		14
15		15
16		16
17		17
18		18
19		19
20		20
21		21
22		22
23		23
24		24
25		25

Page 3		Page 5
1	A P P E A R A N C E S	1 EXHIBIT PAGE
2		2
3	CALEB L. NICHOLS, ESQUIRE	3 PAGE
4	P.O. Box 1585	4 NUMBER DESCRIPTION IDENTIFIED
5	Erie, PA 16507	5 One Personal Notes 13
6	COUNSEL FOR PLAINTIFF	6
7		7
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16	Association	16
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19	COUNSEL FOR JOANN WILLISON	19
20		20
21	ALSO PRESENT:	21
22	MICHAEL E. DOLECKI	22
23		23
24		24
25		25

Multi-Page™

Page 10	Page 12
<p>1 High School for eight years. Have you 2 worked for the District any longer than 3 that time? 4 A.Yes, I have. 5 Q.And when did you start with the 6 District? 7 A.I started in 1980. 8 Q.And where did you work at that 9 time? 10 A.At the junior high school. I 11 also worked a year in the mid-'70s as a 12 permanent sub at the high school. 13 Q.And did you work in the junior 14 high school until the time you came to 15 Meadville High School? 16 A.Yes. 17 Q.As a math teacher? 18 A.Yes. 19 Q.Prior to becoming employed with 20 the Crawford Central School District, 21 did you work for any other school 22 district? 23 A.Yes, I did. 24 Q.Where else did you work? 25 A.Iroquois School District in</p>	<p>1 high school, you've been a building 2 representative that entire time? 3 A.Not the first two years, but 4 after that. 5 Q.As a building rep, what does 6 that mean? What do you do relative to 7 your position with the union? 8 A.Whenever someone feels that they 9 need representation from the union, I 10 go along and take notes, and I'm 11 basically there for moral support, and 12 any questions they might have in 13 regards to their position with the 14 union. 15 Q.And relatively speaking, in the 16 hierarchy of things above you, would 17 that be the grievance chairperson? 18 A.Yes. 19 Q.And then above the grievance 20 chairperson would be the president of 21 the union; is that correct? 22 A.Yes. 23 Q.And how many building reps are 24 there at Meadville High School? 25 A.Four.</p>

Page 11	Page 13
<p>1 Erie, and Webster School District in 2 Rochester, New York, as well as lots of 3 subbing in other states and other 4 districts. 5 Q.When did you graduate from 6 college? 7 A.1970. 8 Q.And do you have any other higher 9 education degree, post-graduate? 10 A.No, just Bachelor's. 11 Q.Is that in math? 12 A.Yes. 13 Q.Do you currently hold any 14 positions with the union? 15 A.I'm the building rep. 16 Q.How long have you been a 17 building rep? 18 A.I don't know exactly. Probably 19 since about 1985, '86, somewhere in 20 there. 21 Q.So you were also a building rep 22 when you were at the junior high school 23 as well? 24 A.Yes. Uh-huh (yes). 25 Q.And then since you came to the</p>	<p>1 Q.And who are they currently? 2 A.Myself, Carl Roznowski, Tammy 3 Shilling and Rick Zylak. 4 Q.How do you spell his last name? 5 A.Z-Y-L-A-K. 6 Q.And for the school year 7 2002/2003, were the same four people 8 building reps? 9 A.No. 10 Q.I know you and Mr. Roznowski 11 were; correct? 12 A.Right. 13 Q.There were two other different 14 people? 15 A.Mr. Zylak was, and I don't 16 remember who the fourth one was. 17 Q.In preparation for today, did 18 you review any notes or files from the 19 PSEA kept on record? 20 A.Just only my own notes. 21 (Willison Exhibit Number 22 One marked for 23 identification.) 24 BY ATTORNEY HEATH: 25 Q.And looking at what's been</p>

Multi-Page™

<p>Page 18</p> <p>1 A.I don't remember if that was Mr. 2 Hoffman or Pat Deardorff in '02. 3 Q But from what you recall, one of 4 them, at least, --- 5 A. Yes. 6 Q --- told you that legally it 7 would be better if a woman went in for 8 mutual support? 9 A. Right. 10 Q Was there any other discussion 11 that you can recall concerning why a 12 woman would be preferable? 13 A. No, not that I recall. 14 Q And prior to this time, I know 15 you worked in the same building as Ms. 16 deLeon. Did you know her? 17 A. Oh, yes. 18 Q Did you socialize with her? 19 A. No, not outside school. No. 20 Q And did you talk to Claudette 21 prior to going into the meeting of 22 October 23rd, 2002; if you recall? 23 A. I don't remember. 24 Q And looking at these two pages 25 of notes, do you recall --- does this</p>	<p>Page 20</p> <p>1 classroom, and wanted to know if she 2 agreed. And she said yes, that she 3 thought things were going better. 4 Q And then you said at the bottom 5 page, on the second --- which would be 6 the last page of your exhibit towards 7 the bottom, Mr. Heller says things 8 being better. He asked repeatedly what 9 the --- now is C-H-G, is that change? 10 A. Yes. 11 Q Change would be attributed to? 12 She, referring to Ms. deLeon, didn't 13 know because she didn't think the 14 classes were better. It wasn't 15 resolved. Mr. Heller tried to be 16 positive. She didn't seem to 17 understand that. Do you recall what 18 you meant by that? 19 A. She felt that she still had --- 20 what she said to me at the time --- 21 Q And this is Claudette when you 22 say she? 23 A. Claudette. That she didn't 24 think things were going all that better 25 based on the action plan.</p>
<p>Page 19</p> <p>1 refresh your recollection in any way as 2 to what the issues were that were 3 discussed at this meeting? 4 A. Yes. 5 Q Now, there's an action plan that 6 is mentioned. Did you have that action 7 plan available to you to review? 8 A. No, no. 9 Q So at no time did you ever 10 review the action plan, is that what 11 you're saying, that's referred to in 12 this meeting? 13 A. No. 14 Q Who is in this meeting other 15 than yourself and Claudette deLeon? 16 A. Mr. Heller and I think Mr. 17 Desimer. 18 Q And what was discussed? 19 A. Basically was based on a 20 classroom observation that they had 21 done on her. 22 Q And what do you recall 23 specifically about what was discussed? 24 A. Basically that they thought 25 things were going better for her in the</p>	<p>Page 21</p> <p>1 Q And do you recall any specifics? 2 A. No, I don't. 3 Q And she discussed ongoing issues 4 with student discipline? 5 A. Yes. 6 Q At that time? 7 A. Yes. She did mention that. 8 Q What do you recall about that? 9 A. Just that she was still 10 concerned about the discipline in her 11 room, but frankly, I don't remember the 12 specifics. 13 Q Is there anything else that you 14 recall that was discussed relative to 15 this meeting in October of 2002? 16 A. No, I don't remember. 17 Q And as you said, at this point, 18 you had not seen the action plans? 19 A. No, I hadn't seen it. No. 20 Q The two pages preceding the last 21 two pages, it looks like it's the next 22 meeting that you were involved with, 23 which is dated January 31st of 2003. 24 And again, it's two pages of notes 25 concerning this meeting. And this is a</p>

Page 26	Page 28
<p>1 gave her more time to be consistent. 2 Q And relative to --- there's a 3 statement on the first page, again, 4 about having her back to the class and 5 there was gum being thrown at her and 6 then the eraser being thrown at her. 7 Do you recall if there was any times 8 that the placement of her computer was 9 discussed? 10 A Yes. Mr. Desher thought it 11 would be best for her and recommended 12 to her that she turn the computer 13 around so that she was always facing 14 the class when she was sitting at the 15 computer rather than having her back to 16 the class. And so she did subsequently 17 do that. 18 Q After the meeting of January 19 31st, 2003, did you have any 20 discussions with Ms. deLeon? 21 A Yes. 22 Q And what do you recall about 23 that? 24 A We talked about what had been 25 suggested to her by the principals, and</p>	<p>1 A Yes. 2 Q And essentially is it fair to 3 say that this is a follow-up of the 4 prior meeting on January 31st? 5 A Yes, it was. 6 Q And again, the issue of the one 7 student throwing the gum, whether or 8 not she threw the gum in Ms. deLeon's 9 hair was discussed. And then there's 10 an indication that potentially it was 11 another student. And why was it 12 necessary to have a follow-up meeting 13 on this issue? 14 A As I recall, it was because Mr. 15 Desher wanted to further look into it 16 to see who really was at fault. 17 Q Which student, you mean? 18 A Yes. 19 Q And he ultimately reached a 20 different conclusion than Ms. deLeon 21 had concerning the student who threw 22 the gum? 23 A Yes. 24 Q And then there's an indication 25 towards the bottom of the first page</p>

Page 27	Page 29
<p>1 she tried to the best of her ability, 2 as far as I know, to do what they 3 suggested as far as turning the 4 computer around. 5 Q And at this point, you still 6 hadn't seen the action plan? 7 A No. 8 Q Looking at the next two pages, 9 preceding two pages, I should say. 10 A Okay. 11 Q There's a notation at the top 12 that looks like the next meeting you 13 attended was on February 4th of 2003. 14 There's a meeting after school with Ms. 15 deLeon, Mr. Desher, Mr. Morgan and 16 yourself. Who is Mr. Morgan? 17 A Mr. Morgan was the assistant 18 principal at the time. He is now the 19 principal of the building. 20 Q And if you would please take a 21 moment to look at these two pages. 22 WITNESS COMPLEES 23 BY ATTORNEY HEATH: 24 Q Do you recall being at this 25 meeting?</p>	<p>1 that looks like it says George, G-E-O, 2 period, D, period, quote, scolded, end 3 quote, her for not listening to what 4 admin tells her about problems in 5 class. Do you see where I'm just 6 referring to? What do you recall about 7 that specifically? 8 A Just basically that Mr. Desher 9 was referring to the fact that he had 10 given her pointers for better classroom 11 control and he felt that she wasn't 12 heeding those suggestions. 13 Q What prompted you to put the 14 word scolded in parenthesis --- I'm 15 sorry, in quotation marks? 16 A Don't remember. Don't remember 17 now why at the time I wrote that. 18 Q And again, had you seen the 19 action plan at all at this point? 20 A No. 21 Q At the bottom of the first page 22 of this February 4th, 2003 meeting, 23 there's an indication that Claudette 24 feels, quote, pressure, end quote, in 25 being observed. She doesn't want to</p>

Multi-Page™

<p>Page 34</p> <p>1 A. Yes, I was in the meeting. 2 Q. What do you recall? 3 A. Basically as it's written here, 4 that they were just talking about 5 professional competency, instructional 6 techniques, and her own personal 7 characteristics and traits. It was 8 just a very vague conversation. Other 9 than what's under the first item, there 10 weren't a whole lot of specifics. 11 Q. And reviewing what's under the 12 Roman numeral one there, do you recall 13 this as being an accurate 14 representation of what was discussed at 15 the meeting? 16 A. Yes. 17 Q. Do you recall who was doing the 18 talking at this time? 19 A. I believe it was Mr. Higgins. 20 Q. And did Ms. DeLeon respond to 21 the first item concerning the teaching 22 techniques? 23 A. I don't remember. 24 Q. Looking at personal 25 characteristics and traits, you say Mr.</p>	<p>Page 36</p> <p>1 teachers do and some don't. So I can't 2 answer that. 3 Q. So you wouldn't say it would be 4 unusual? 5 A. I wouldn't be unusual, no. 6 Q. If you look at the second page, 7 it says, and refer to action plan. And 8 again, I understand your testimony that 9 you don't recall whether or not you saw 10 it at the time? 11 A. No, I don't remember. 12 Q. Then the last sentence says, 13 Claudette acted mad and/or upset. Mr. 14 Heller reprimanded her, reminded her to 15 act professionally. What do you recall 16 about that? 17 A. The only thing I do recall is 18 that she did seem to be upset over all 19 of the instructional technique pointers 20 as well as keeping the logs. And Mr. 21 Heller, as I said here, told her to act 22 professionally. I do remember that, 23 but I don't remember other specifics. 24 Q. When you say she was acting 25 upset, do you recall anything specific</p>
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<p>Page 35</p> <p>1 Higgins gave her a student discipline 2 log? 3 A. Yes. 4 Q. And a parent contact log? 5 A. Yes. 6 Q. And you say gave her a student 7 discipline log and a parent contact 8 log. What do you mean by that? 9 A. It was a series of papers where 10 she could write down students that were 11 --- needed discipline and also another 12 log where she could write down when she 13 had contacted parents and talked to 14 them. 15 Q. And is that something --- I 16 mean, in your practice as a teacher, do 17 you keep a discipline log? 18 A. Yes, I do. 19 Q. And do you keep a parent contact 20 log? 21 A. Yes, I do. 22 Q. So was it unusual to request 23 that Ms. DeLeon keep this kind of 24 information? 25 A. Some people do and --- some</p>	<p>Page 37</p> <p>1 about that? Would it have been words, 2 actions? 3 A. More actions, probably. 4 Q. And what do you recall? 5 A. Just that she just seemed 6 irritated, frustrated probably. 7 Q. Do you recall anything specific 8 about how she manifested that 9 frustration or irritation? 10 A. Maybe the look on her face and 11 just, you know, the way she was sitting 12 as opposed to the way she was sitting 13 previously to that. 14 Q. That's all you can recall? 15 A. That's all I can remember. 16 Q. In looking at the following two 17 pages, you'll see the top there it 18 says Roz, Higgins, Deshner, C. Heller, 19 Claudette and you? 20 A. Yes. 21 Q. And then the date on this 22 meeting is April 10th, 2003, and it's 23 concerning a classroom observation. Do 24 you recall why in this meeting and the 25 prior meeting there were two building</p>
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Multi-Page™

Page 42	Page 44
<p>1 said that wasn't the case. What wasn't the case?</p> <p>3 A.I think he was referring back to 4 that it was only one --- when she said 5 it was only one student's paper that 6 she had misplaced.</p> <p>7 Q.Then you have in parenthesis 8 there, he had to warn her about being 9 disrespectful. What happened?</p> <p>10 A.I don't remember that. I don't 11 remember exactly the details.</p> <p>12 Q.Do you remember anything that 13 prompted you to write that?</p> <p>14 A.Well, just that she was trying 15 to make the point that it was only one 16 student's paper that she had misplaced.</p> <p>17 Q.And trying to make her point, do 18 you recall anything about her demeanor?</p> <p>19 A.She was getting upset.</p> <p>20 Q.And could you tell that by her 21 actions or her tone of voice or both?</p> <p>22 A.Both.</p> <p>23 Q.And then you say here, next 24 Claudette says her class was perfect. 25 What do you recall about that</p>	<p>1 Q.That Mr. Deshner believed it was 2 the same lesson she had taught in the 3 beginning of the year, and Ms. deLeon 4 disagreed; is that right?</p> <p>5 A.That's correct.</p> <p>6 Q.Now, if you look at the second 7 page, this is when, again, you were 8 talking about opening the classroom 9 observation papers. And you recall Ms. 10 deLeon indicating to Mr. Higgins that 11 her lawyer would respond to this 12 letter?</p> <p>13 A.Yes.</p> <p>14 Q.And do you recall anything else 15 that was discussed concerning her 16 lawyer being the person that would 17 respond to the letter?</p> <p>18 A.Just what I have written, that 19 she was told that it wasn't a lawyer 20 issue, it was an in-school issue.</p> <p>21 between employee and employer.</p> <p>22 Q.When it said she was told that, 23 who told her that?</p> <p>24 A.There again, I didn't write it 25 down, so I don't know if it was Mr.</p>

Page 43	Page 45
<p>1 discussion?</p> <p>2 A.Just that she maintained that as 3 far as she was concerned, her class was 4 perfect, that the kids were well 5 disciplined and ---.</p> <p>6 Q.And did this relate to one 7 particular class, or all of her 8 classes; do you recall?</p> <p>9 A.I think it was in general all of 10 the classes, but I'm not perfectly sure 11 about that.</p> <p>12 Q.And then do you recall that 13 student discipline issues were brought 14 up by Mr. Deshner?</p> <p>15 A.Yes.</p> <p>16 Q.And she, she being Claudette, 17 indicated this was totally Mr. 18 Deshner's perception that there were 19 discipline problems; is that accurate?</p> <p>20 A.Yes.</p> <p>21 Q.Then there was a disagreement 22 about what lesson Claudette was 23 teaching; isn't that correct, during 24 this classroom observation?</p> <p>25 A.Yes.</p>	<p>1 Higgins or Mr. Deshner.</p> <p>2 Q.And next you say Claudette got 3 belligerent, was told by building reps 4 to calm down and not threaten the 5 administration. She didn't listen.</p> <p>6 What do you remember about that?</p> <p>7 A.Well, just what it goes on to 8 say, that she did threaten a grievance 9 against Mr. Deshner, and basically was 10 --- when she said that, the building 11 reps were trying to calm her down and 12 get her not to say those things.</p> <p>13 Q.And what was Ms. deLeon doing 14 when you say got belligerent? What 15 does that mean? What was she doing?</p> <p>16 A.She was getting angry. She was 17 basically threatening them with a 18 grievance.</p> <p>19 Q.Was she yelling?</p> <p>20 A.Yes.</p> <p>21 Q.Was she out of her chair?</p> <p>22 A.No.</p> <p>23 Q.Did she get out of her chair?</p> <p>24 A.No.</p> <p>25 Q.At some point during that</p>

1 A.Me.
2 Q.And who told you that?
3 A.Mr. Heller.
4 Q.And what did he say concerning
5 this being insubordinate?
6 A.He just said that --- he said
7 you know what that might potentially
8 mean. And I said, yes. And he said
9 implying, he said that could mean
10 termination.
11 Q.And is it your understanding
12 that pursuant to your collective
13 bargaining agreement that could be a
14 grounds for termination, being
15 insubordinate?
16 A.Yes.
17 Q.Looking at the beginning two
18 pages of the exhibit, this is the next
19 day then, April 11, 2003. It's not
20 clear who was in the meeting other than
21 your notes indicate that Mr. Higgins
22 was there, I presume, it says Mr. H.
23 But then the next page says Mr.
24 Higgins, then it says Mr. D. Do you
25 know if that was Mr. Dolecki or Mr.

Page 50

1 Q.Because this meeting ended?
2 A.Right.
3 Q.What do you recall specifically
4 was discussed? What other issues?
5 A.They were talking about another
6 student whose mother had indicated that
7 Claudette was receiving calls from her
8 doctor during class time in front of
9 students.
10 Q.And would that be a violation of
11 school policy?
12 A.Yes.
13 Q.What did Claudette say about
14 that?
15 A.Basically that she had needed to
16 get in contact with her doctor, and
17 that was the only time the doctor could
18 get back to her. And that she was
19 basically very discreet about it.
20 Q.Was anything else discussed
21 about this issue?
22 A.No.
23 Q.What about taking calls from her
24 pharmacy?
25 A.Well, other than what's written

Page 51

Page 51

Page 53

1 Deslner?
2 A.Deslner.
3 Q.And was it just Mr. Higgins or
4 was it Mr. Heller also?
5 A.Mr. Heller was also there.
6 Actually, that was Mr. Heller ---
7 Q.Mr. Heller on the page in the
8 front?
9 A--- on the first line, right.
10 Q.And was Mr. Dolecki present at
11 this meeting?
12 A.I don't believe so.
13 Q.What do you recall prompted this
14 meeting the next day following the
15 April 10th meeting when she had to be
16 escorted out of the room?
17 A.They wanted to have her come
18 back again so that we could discuss
19 what had happened the day before, and
20 also other issues that they had not
21 discussed with her in the previous
22 days.
23 Q.Other issues that they didn't
24 ever get to them?
25 A.Right.

1 here, I don't remember.
2 Q.There's an indication here at
3 the bottom of the first page, was asked
4 if she ever stepped outside classroom
5 to receive calls. She said only from
6 parents, meaning what?
7 A.I would just say that if parents
8 called, she probably was meaning that
9 she stepped outside of the room in
10 order to talk to the parents, instead
11 of being in front of students.
12 Q.But didn't do that when she
13 received calls from her doctor and her
14 pharmacy, is the next line?
15 A.Well, that's what this parent
16 was claiming.
17 Q.She said then admitted she took
18 calls from her doctor and her pharmacy.
19 Then she had said previously that she
20 only accepted outside calls from
21 parents, which leads me to believe she
22 was indicating that she didn't do that
23 when she received calls from the doctor
24 and pharmacy. Is that what you recall?
25 A.Well, that's what I wrote.

Page 58	Page 60
<p>1 seems to refer to is the losing of 2 assignments and there's an issue about 3 that, but I don't necessarily see 4 anything concerning confidentiality 5 specifically? 6 A.No. 7 Q.So there's nothing else that you 8 recall independently? 9 A.No. 10 Q.As a teacher in the Crawford 11 Central School District, are you aware 12 of what FERPA is, F-E-R-P-A? Do you 13 know what that is? 14 A.No. 15 Q.Have you ever had any training 16 on student confidentiality at 17 in-service days or anything along those 18 lines? 19 A.I don't know if I have. 20 Q.Are you aware that there's a 21 student records policy? 22 A.Yes. 23 Q.If, in fact, you were sitting in 24 a classroom and received a phone call 25 from a parent, would you be discussing</p>	<p>1 who it was, one of the principals asked 2 her to look at them when they were 3 talking to her. 4 Q.And did you ever have to direct 5 her to look up? 6 A.I don't believe I did. 7 Q.Did Mr. Roznowski? 8 A.I don't recall. 9 ATTORNEY HEATH: 10 I have nothing further. 11 Thank you. 12 ATTORNEY NICHOLS: 13 If you want to take a 14 short break, then I've got a few 15 questions. We'll take a short 16 break. 17 SHORT BREAK TAKEN 18 ATTORNEY NICHOLS: 19 Okay. We're back on the 20 record. 21 EXAMINATION 22 BY ATTORNEY NICHOLS: 23 Q.Ms. Willison, I'm Caleb Nichols. 24 I represent Ms. deLeon. I have just a 25 few questions based on questions posed</p>

Page 59	Page 61
<p>1 a student in front of other students? 2 A.No. 3 Q.Why not? 4 A.It's not the appropriate thing 5 to do. 6 Q.What is your understanding of 7 the School District's policy on student 8 confidentiality? 9 A.Just that --- that it's 10 confidential. It's between parent, 11 student, teacher and sometimes not even 12 teacher. 13 Q.Meaning other teachers? 14 A.Just their confidential files, 15 yeah, I'm not privy to. 16 Q.During any of the meetings that 17 we discussed today, was there ever a 18 period of time when Ms. deLeon was 19 looking at the floor and not making eye 20 contact with the administration? 21 A.Yes. 22 Q.And what do you recall about 23 that? 24 A.I remember one time when it 25 happened that one --- I don't remember</p>	<p>1 to you by Ms. Heath, and the question 2 regards, if I recall, that you said you 3 didn't understand the details of the 4 FERPA law; is that correct? 5 A.Well, as those letters, what 6 they meant. I don't know what the 7 letters meant, but I know what the 8 confidentiality --- 9 Q.But more specifically, as to the 10 confidentiality policy as it relates to 11 the students' records, you did offer 12 your understanding; is that correct? 13 A.Yes. 14 Q.And if you would be kind enough 15 to just restate that? 16 A.My understanding of 17 confidentiality? 18 Q.Policy as it relates to the 19 handling of students' records, here in 20 the District. 21 A.The confidentiality is that any 22 student and their parents, whatever is 23 in the student's record, if it pertains 24 to classroom procedures and/or grades, 25 then the teacher is allowed to look at</p>

Multi-Page™

Page 66	Page 68
<p>1 A.Yes.</p> <p>2 QOkay. All right. Now,</p> <p>3 following on the meeting on April 11th,</p> <p>4 the next day, and as I understand at</p> <p>5 that meeting on April the 11th, again,</p> <p>6 the same questions I pose to you. Did</p> <p>7 you hear her direct profanity at anyone</p> <p>8 during that meeting?</p> <p>9 A.No.</p> <p>10 QAnd likewise with respect to ---</p> <p>11 did you observe her physically accost</p> <p>12 anyone or try to physically injure</p> <p>13 anyone?</p> <p>14 A.No, she didn't.</p> <p>15 QNo? Okay. You used the word</p> <p>16 belligerent, and I think you used it in</p> <p>17 the context with Ms. deLeon said that</p> <p>18 she would file a grievance. Do you</p> <p>19 find that uncommon, someone to say I</p> <p>20 feel they've been indignant or feel</p> <p>21 unjustified, so I'm going to file a</p> <p>22 grievance? Is there anything</p> <p>23 particularly belligerent about that?</p> <p>24 ATTORNEY HEATH:</p> <p>25 Objection to form.</p>	<p>1 belligerent or insubordinate?</p> <p>2 A.I don't know. That wasn't my</p> <p>3 determination.</p> <p>4 QOn at least one occasion, based</p> <p>5 on your notes, you say that Mr. Deahner</p> <p>6 admonished Ms. deLeon to be respectful?</p> <p>7 A.Yes.</p> <p>8 QAnd to be professional?</p> <p>9 A.Yes.</p> <p>10 QDid he raise his voice when he</p> <p>11 said that?</p> <p>12 A.I don't remember.</p> <p>13 QWould it be proper to say he was</p> <p>14 chastising her?</p> <p>15 A.It's more of a reminder.</p> <p>16 QIn the course of these meetings,</p> <p>17 did you hear him make these ---</p> <p>18 admonished her more than once in this</p> <p>19 sense?</p> <p>20 A.I only recall the once, because</p> <p>21 that was the only meeting that I have</p> <p>22 it written down in my notes.</p> <p>23 QOkay. All right. Excuse me.</p> <p>24 ATTORNEY NICHOLS:</p> <p>25 I have no more questions.</p>

Page 67	Page 69
<p>1 BY ATTORNEY NICHOLS:</p> <p>2 QYou can answer.</p> <p>3 A.I'm not sure what I'm answering.</p> <p>4 QWell, I mean, your attorney used</p> <p>5 the term belligerent in there. But I</p> <p>6 say in the context in which you said</p> <p>7 she said that she would file a</p> <p>8 grievance. I was asking you if using</p> <p>9 that term belligerent in that context,</p> <p>10 if someone feels aggrieved and says I'm</p> <p>11 going to file a grievance against you,</p> <p>12 is that commonly thought to be</p> <p>13 belligerent?</p> <p>14 A.I don't know. It was in the</p> <p>15 context of the meeting.</p> <p>16 QYeah, but I'm saying is what she</p> <p>17 said she would do, she had a right to</p> <p>18 do, you know. As a union person, you</p> <p>19 wouldn't deny that she had a right to</p> <p>20 file a grievance if she felt aggrieved;</p> <p>21 right?</p> <p>22 A.Right.</p> <p>23 QWell, if you seek to exercise</p> <p>24 your right, then is it really fair to</p> <p>25 say that that is characteristically</p>	<p>1 I have no more questions.</p> <p>2 ATTORNEY HEATH:</p> <p>3 Just as a follow-up.</p> <p>4 RE-EXAMINATION</p> <p>5 BY ATTORNEY HEATH:</p> <p>6 QIn reviewing your notes, would</p> <p>7 it be fair to say that it's a fairly</p> <p>8 objective record of what occurred?</p> <p>9 A.Yes.</p> <p>10 QAnd a factual record of what</p> <p>11 occurred?</p> <p>12 A.Yes.</p> <p>13 QMr. Nichols asked you if, in</p> <p>14 fact, when you wrote down that Ms.</p> <p>15 deLeon was behaving belligerently, it</p> <p>16 was because she was expressing her</p> <p>17 feelings, and you said yes?</p> <p>18 A.Yes.</p> <p>19 QBut essentially, is it fair to</p> <p>20 say that she was expressing her</p> <p>21 feelings so vehemently that you felt</p> <p>22 compelled to use the word belligerent?</p> <p>23 A.I don't remember why I used that</p> <p>24 word, to be honest with you.</p> <p>25 QThere was another question about</p>

Multi-Page™

*02 - correct

-	7 (n) 4:5 70 (n) 4:9 71 (n) 4:10	April (n) 37:22 39:17 50:19 51:15 64:23 65:5 65:11 66:3,5	24:15 28:25 29:21 40:2 53:3	44:8 53:4 56:14 57:23 58:24 61:24
'02 (n) 17:10,24 18:2		arbitration (n) 16:15	Box (n) 3:4	Claudette (n) 1:4 7:14 14:24 17:10 18:20 19:15
'70s (n) 10:11		ascertainment (n) 22:19	breach (n) 57:12	20:21 23 24:16 29:23
'86 (n) 11:19		assignments (n) 58:2	break (n) 8:25 60:14,16 60:17	30:23 32:17,19 36:13
-0-	ability (n) 27:1 54:13 above (n) 12:16,19	assistant (n) 1:15 27:17	brief (n) 8:6	37:19 39:5 40:5 41:11 42:24 43:1,6,22 45:2 46:22 52:7,13
05-126 (n) 1:7	accepted (n) 53:20	Association (n) 3:16 40:11	brought (n) 7:13 43:13	cleaning (n) 55:22
-1-	accounting (n) 23:16	assume (n) 8:22	building (n) 9:16 11:15	clear (n) 8:23,24 9:9 50:20
10/23 (n) 17:10	accost (n) 65:19,20 66:11	assuming (n) 40:5	11:17,21 12:1,5,23 13:8	collective (n) 50:12
10th (n) 37:22 39:17	accurate (n) 34:13 43:19	attached (n) 33:17	17:15 18:15 27:19 31:25	college (n) 11:6
51:15 64:24 65:5,10,11	act (n) 36:15,21	attachment (n) 33:6,6	37:25 38:4 45:3,10 46:25	Commission (n) 17:3
11 (n) 50:19	acted (n) 36:13	attempt (n) 65:19	47:2,19 49:23 56:8	Commissioner (n) 2:7
11280 (n) 2:11	acting (n) 36:24	attend (n) 22:10	bulletin (n) 24:3	commonly (n) 67:12
11th (n) 66:3,5	action (n) 19:5,6,10	attendance (n) 64:25		Commonwealth (n) 2:8
13 (n) 5:5	20:25 21:18 24:19,23 25:6	attended (n) 27:13	C (n) 3:1 7:1 37:18	communication (n) 54:15
1585 (n) 3:4	27:6 29:19 32:23 33:14	attitude (n) 54:13	C-H-G (n) 20:9	compassionate (n) 38:3
16412 (n) 3:18	33:21 36:7 56:16 64:13 70:5,9	attorney (n) 4:5 7:9 6:3	C-L (n) 40:5	compelled (n) 69:22
16507 (n) 3:5	actions (n) 37:2,3 42:21	7:7 13:24 14:5 15:20 22:5	Caleb (n) 3:3 60:23	competency (n) 33:5 34:5
16603-1311 (n) 3:11	addressing (n) 41:6	27:23 39:23 56:19,23 60:9	calls (n) 52:7,23 53:5,13	complaints (n) 57:10,21
1970 (n) 11:7	admin (n) 29:4	60:12,18,22 63:17,21	53:18,20,23	complete (n) 14:12
1980 (n) 10:7	administration (n) 30:13 39:6 40:18 45:5	66:24 67:1,4 68:24 69:2,5 70:12,14	calm (n) 30:5 45:4,11 46:5,8 47:6,13,18 48:6,23 49:1	COMPLIES (n) 22:4 27:22 39:22
1985 (n) 11:19	46:24 47:1,21 48:17 49:23 57:3 59:20	attributed (n) 20:11	calmed (n) 48:13 49:14	computer (n) 26:8,12,15 27:4
1:08 (n) 2:13	administration's (n) 30:10	authorization (n) 1:24	cannot (n) 9:5 62:15	concerned (n) 21:10 43:3
-2-	administrative (n) 2:9	available (n) 19:7	cares (n) 30:6	concerning (n) 7:14 14:17 15:8 17:3 18:11
2002 (n) 14:18,22 18:22 21:15 31:8,9	admitted (n) 41:11 53:17	aware (n) 30:22 57:9,20 58:11,20	Carl (n) 13:2 15:21 32:21	21:25 28:21 34:21 37:23 41:4,20 44:15 50:4 56:14 57:2,12 58:4
2002/2003 (n) 13:7	admonished (n) 68:6,18		case (n) 1:6 7:12 14:6 17:4 42:1,2 49:19 64:4,10	CONCLUDED (n) 70:18
2003 (n) 21:23 22:7	affect (n) 25:11	-B-	categories (n) 54:9	conclusion (n) 28:20
26:19 27:13 29:22 37:22	afterwards (n) 39:10	Bachelor's (n) 11:10	central (n) 1:7,9 2:10	conference (n) 24:12
39:17 50:19 65:5,11	again (n) 21:24 22:1 26:3	bargaining (n) 50:13	7:11 9:13 10:20 15:14	confidential (n) 59:10 59:14
2004 (n) 16:19	28:6 29:18 32:19 36:8	base (n) 32:2	58:11	CONFIDENTIAL
2005 (n) 16:18	44:7,24 51:18 56:17 57:24 66:5	based (n) 19:19 20:25 22:18 60:25 68:4	CERTIFICATE (n) 4:10	
2006 (n) 1:21 2:12	against (n) 45:9 67:11	Beard (n) 3:9	certifying (n) 1:25	
23rd (n) 14:18,22 18:22	agency (n) 1:25	became (n) 65:7	chair (n) 17:22 45:21,23 46:1	
2:15 (n) 70:18	aggrieved (n) 67:10,20	becoming (n) 10:19	chairperson (n) 12:17 12:20 31:4	
-3-	ago (n) 15:19 16:10	beginning (n) 2:13 40:4 44:3 50:17		
31/9/03 (n) 32:16	agreed (n) 20:2	behalf (n) 2:3	change (n) 20:9,11 25:22	confidentiality (n) 57:13 58:4,16 59:8 61:8 61:10,17,21
31st (n) 21:23 22:7 26:19 28:4	agreement (n) 50:13	behaving (n) 69:15	character (n) 20:9,11 25:22	conflicting (n) 23:18
3366 (n) 3:10	ahead (n) 63:20	behavior (n) 46:13	characteristically (n) 67:25	considered (n) 70:9
-4-	allegation (n) 62:5	believes (n) 24:16	characteristics (n) 34:7 34:25	consistent (n) 26:1
4250 (n) 3:17	alleged (n) 62:25	bell (n) 17:7	CHARLES (n) 1:14	contact (n) 35:4,7,19 52:16 59:20 70:6
4th (n) 27:13 29:22	allow (n) 25:17	belligerent (n) 45:3,14	chastising (n) 68:14	contacted (n) 35:13
-6-	allowed (n) 61:25	46:16,21 66:16,23 67:5,9	choose (n) 9:2	contained (n) 40:7
6 (n) 1:21 2:12	allowing (n) 49:19	67:13 68:1 69:22	circumstances (n) 17:13	context (n) 66:17 67:6,9 67:15
60 (n) 4:5,7	along (n) 12:10 38:23 58:17	belligerently (n) 69:15	Civil (n) 2:5	contract (n) 48:19
63 (n) 6:4	Altoona (n) 3:11	best (n) 17:17,20 26:11 27:1	claiming (n) 53:16	control (n) 29:11
66 (n) 6:4	always (n) 25:23 26:13	better (n) 18:7 19:25	claims (n) 41:13	conversation (n) 34:8
68 (n) 4:7	Andrews (n) 3:9	20:3,8,14,24 24:25 25:5,8 25:17 29:10	class (n) 26:4,14,16 29:5 41:12 42:24 43:3,7 48:21 52:8 56:2 62:7,10	41:17,20 55:5,9,17
69 (n) 4:9	angry (n) 45:16 46:18	between (n) 24:21 44:21 59:10	classes (n) 20:14 25:22 43:8,10	cooperate (n) 54:13
6N (n) 3:17	answer (n) 8:21 36:2 57:24 67:2	Binder (n) 3:8 7:10	classroom (n) 19:20	correct (n) 8:2 9:14,15 12:21 13:11 23:1,2 25:14 25:15 33:14,15 43:23 44:5 54:15 56:9 61:4,12 62:10
-7-	answering (n) 8:17 67:3	bit (n) 39:20	20:1 22:18 24:17,22,24 25:1,4,7,14,17,18,21 29:10 37:23 40:7 43:24	
	apologize (n) 32:11	Blair (n) 2:6	book (n) 41:12	
	appear (n) 14:12 32:3	board (n) 1:9 24:3 54:25	bottom (n) 20:4,7 23:10	
	Appendix (n) 54:2			
	appropriate (n) 59:4			

Multi-Page™

interactions - posed

interactions [2] 15:8	located [2] 25:1,4	57:5,15 59:16 64:22 68:16	41:23 50:21 56:5 57:25	39:18 50:18
56:7	log [7] 35:2,4,7,8,12,17,20	mention [2] 21:7	64:25 68:5,22 69:6	paper [2] 42:5,16
investigator [2] 23:18	logs [2] 15:7 36:20 63:11	mentioned [2] 19:6 32:8	nothing [2] 40:16 58:7	papers [2] 35:9 41:11
involved [2] 17:14 21:22	longer [2] 10:2 39:20	Mercer [2] 2:11	60:10	44:9
Iroquois [2] 10:25	look [2] 14:19 23:10 24:1	MICHAEL [2] 1:11	now [2] 19:5 20:9 24:14	paragraph [2] 24:2,11
irritated [2] 37:6	27:21 28:15 32:13 36:6	mid [2] 10:11	27:18 29:17 38:13 44:6	parent [2] 35:4,7,19
irritation [2] 37:9	37:10 39:20 40:2 41:1	might [2] 12:12 32:6 50:7	62:3 63:5,13 64:9,21 65:9	53:15 56:1 58:25 59:10
issue [2] 22:13,15,24	44:6 60:2,5 61:25	minute [2] 39:19	66:2	62:1,8 64:1
23:3,14 28:6,13 32:7 41:3	looking [2] 13:25 14:11	mischaracterizes [2]	Number [2] 5:4 13:21	parenthesis [2] 29:14
41:22 44:20,20 52:21 58:2	18:24 27:8 34:24 37:16	63:19	numeral [2] 34:12	42:7
issues [2] 19:2 21:3 43:13	39:16 50:17 54:1 57:25	misplaced [2] 41:11,16	O [2] 7:1	parents [2] 24:10 35:13
51:20,23 52:4 56:15	59:19 64:24	42:6,16	oath [2] 8:10	53:6,7,10,21 57:21 61:22
item [2] 34:9,21	looks [2] 21:21 27:12	missing [2] 41:5,15,21	object [2] 63:18	parents' [2] 57:9
	losing [2] 58:1	moment [2] 22:3 27:21	Objection [2] 6:1 66:25	part [2] 64:12
	lots [2] 11:2	Monday [2] 2:12	objective [2] 69:8	particular [2] 43:7 64:23
-J-	Lynnwood [2] 3:10	moral [2] 12:11 17:18	obscenities [2] 24:3	particularly [2] 66:23
January [2] 21:23 22:7		18:8 38:9	observation [2] 19:20	passes [2] 23:9
26:18 28:4		Morgan [2] 27:15,16,17	observe [2] 66:11	Pat [2] 18:2
JOANN [2] 1:20 2:3 3:19		30:15	observed [2] 29:25 30:12	pay [2] 55:3
4:3 7:3		Morgan's [2] 47:5 48:11	65:13	pencil [2] 23:5
junior [2] 10:10,13 11:22		most [2] 40:7	occasion [2] 68:4	Pennsylvania [2] 1:2
		mother [2] 52:6	occurred [2] 14:17 33:1	2:9,12 3:15 17:2
-K-		Mrs [2] 22:1	40:12 69:8,11	people [2] 13:7,14 35:25
keep [2] 9:3,9 15:6,14	mad [2] 36:13	Mrs [2] 7:8 14:5 15:8 16:9	October [2] 14:18,22	38:15 39:14
15:15,16 32:12 35:17,19	maintained [2] 43:2	17:3 18:15 20:12 22:25	18:22 21:15 31:6	per [2] 70:8
35:23 64:1 70:8	management [2] 24:17	23:5,16,20 26:20 27:14	offer [2] 61:11 62:17,23	perception [2] 43:18
keeping [2] 36:20	24:22,25 25:18 56:14	28:8,20 33:2 34:20 35:23	office [2] 15:14 47:6,12	perfect [2] 42:24 43:4
kept [2] 13:19	mandated [2] 64:10,12	41:17 44:3,9 45:13 55:6,14	47:17 48:6,7,11	46:23
kids [2] 43:4 11	70:2	55:24 56:7,13 57:1,10	offices [2] 2:10	perfectly [2] 43:10
kind [2] 30:24 31:10	manifested [2] 37:8	59:18 60:23,24 61:1 62:6	once [2] 40:9 68:18,20	period [2] 29:2,2 48:20
35:23 38:1,22 61:14	manner [2] 48:2	63:12 64:9 65:2,7,13	one [2] 5:5 13:16,22 14:1	59:18
kinds [2] 55:23	March [2] 1:21 2:12	66:17 68:6 69:14 70:4	one [2] 5:5 13:16,22 14:1	permanent [2] 10:12
knew [2] 31:3 57:19 63:2	marked [2] 13:22 14:1		15:5 16:4,20 18:3 22:24	permission [2] 62:2
knowledge [2] 7:21	marks [2] 29:15		23:21 25:7,16 28:6 34:12	person [2] 7:21 38:10
known [2] 31:5	materials [2] 25:23,24		38:2,8 41:13 42:4,5,15	44:16 67:18
	math [2] 9:22 10:17 11:11		43:6 47:3,16 48:16 55:18	personal [2] 5:5 15:7
	maturity [2] 54:14		59:24,25 60:1 63:8 68:4	16:1 34:6,24
	may [2] 8:25 65:9,10		ongoing [2] 21:3 41:5,21	pertains [2] 61:23
	MCEWEN [2] 3:14		open [2] 40:9,20,23	pharmacy [2] 52:24
	Meadville [2] 2:11 9:17		opening [2] 40:9 44:8	53:14,18,24
	9:25 10:15 12:24		opposed [2] 37:12	phone [2] 58:24 64:2
	mean [2] 12:6 24:4 25:12		optional [2] 64:4,5,6,19	phonetic [2] 17:25
	28:17 31:17 35:8,16 45:15		order [2] 32:11,12 53:10	physical [2] 48:2 65:17
	49:25 50:8,9 65:18 67:4		outside [2] 18:19 53:4,9	physically [2] 65:19,20
	meaning [2] 49:17,18		53:20	66:11,12
	53:6,8 59:13		overall [2] 54:3	Pike [2] 2:11
	means [2] 33:9		own [2] 13:20 14:10 15:15	place [2] 7:24
	meant [2] 20:18 23:11		15:16 31:18 34:6	placement [2] 26:8
	61:6,7			Plaintiff [2] 1:5 3:6
	medication [2] 30:1,2			plan [2] 19:5,7,10 20:25
	30:18,24 31:3,11,14			24:17,19,22,23 25:6 27:6
	meeting [2] 14:17 15:1			29:19 32:23 33:2,5,21
	17:9 18:21 19:3,12,14			36:7 56:16 64:13 70:5,9
	21:15,22,25 22:1,7,10,13			plans [2] 21:18 55:22
	22:14 24:2 26:18 27:12			playing [2] 38:21,25
	27:14,25 28:4,12 29:22			pled [2] 49:19
	30:14,23 32:10,16,17,22			point [2] 21:17 27:5 29:19
	33:1,25 34:1,15 37:22,24			30:23 42:15,17 45:25
	37:25 38:12 39:16,17,25			pointers [2] 29:10 36:19
	41:2 46:1,14 50:20 51:11			policy [2] 52:11 58:21
	51:14,15 52:1 54:18,20			59:7 61:10,18 63:13
	55:6,12 63:4,8 64:23 65:3			pose [2] 66:6
	65:7,10,13,15,18,21,25			posed [2] 60:25 63:12
	66:3,5,8 67:15 68:21			
	meetings [2] 7:23 14:24			

Multi-Page TM		testified - Zylak
50:10,14 testified [v] 7:4 63:7 testify [v] 16:11 testimony [v] 36:8 62:14 62:18,24 Thank [v] 60:11 70:13 they've [v] 66:20 thinking [v] 23:21 third [v] 32:14 thought [v] 17:16 19:24 20:3 26:10 31:25 67:12 threaten [v] 45:4,8 46:10 threatening [v] 45:17 46:19 three [v] 39:18 55:11 threw [v] 28:8,21 through [v] 9:24 31:4 throwing [v] 22:25 23:4 28:7 thrown [v] 23:21 26:5,6 times [v] 22:17 23:24 26:7 today [v] 7:25 8:9 13:17 14:4 13:25 56:6,12 59:17 today's [v] 14:9 tone [v] 42:21 took [v] 7:23 41:23 47:2 53:17 top [v] 27:11 37:17 40:3 41:1 topics [v] 54:7 totally [v] 43:17 towards [v] 20:6 28:25 46:2 48:1 training [v] 58:15 traits [v] 34:7,25 transcript [v] 1:23 traveling [v] 25:2,12 treatment [v] 57:22 trick [v] 16:21 tried [v] 20:15 27:1 47:6 48:12 57:6 try [v] 25:10 46:7 47:18 48:6 49:1 66:12 trying [v] 16:21 38:2,3 38:4 42:14,17 45:11 46:5 47:13 49:13,14 turn [v] 15:17,22 26:12 turned [v] 15:23 turning [v] 27:3 55:21 twelve [v] 9:24 two [v] 12:3 13:13 14:20 17:11 18:24 21:20,21,24 22:3 23:8 24:1,10,15 27:8 27:9,21 33:23 37:16,25 38:15 39:14 41:9,15 50:17 64:22 type [v] 9:6 38:6 -U- ultimately [v] 28:19 uncommon [v] 66:19 under [v] 8:10 34:9,11	undersigned [v] 2:6 understand [v] 8:16,18 20:17 36:8 49:9 61:3 62:3 66:4 understood [v] 8:22 unfair [v] 57:22 union [v] 11:14 12:7,9,14 12:21 15:12 17:21 67:18 UNITED [v] 1:1 unjustified [v] 66:21 unpack [v] 25:24 unpacking [v] 25:25 unsatisfactories [v] 54:8 unsatisfactory [v] 54:3 unusual [v] 35:22 36:4,5 up [v] 7:20 9:10 30:22 43:14 48:1 60:5 upset [v] 36:13,18,25 42:19 48:14 49:9 65:7 used [v] 46:16 66:15,16 67:4 69:23 using [v] 67:8 -V- vague [v] 34:8 various [v] 62:5 vehemently [v] 69:21 verbal [v] 9:4 versus [v] 24:22 violation [v] 52:10 voice [v] 9:10 42:21 68:10 vs [v] 1:6 -W- walked [v] 55:10 warn [v] 42:8 Webster [v] 11:1 Wendy [v] 2:6 WESTERN [v] 1:2 whereas [v] 25:1 64:18 whole [v] 34:10 Willison [v] 1:20 2:3 3:19 4:3 7:3,8,9 13:21 14:1 15:5 16:4 60:23 without [v] 1:24 40:8 55:3 witness [v] 4:3 22:4 27:22 39:22 63:20 woman [v] 18:7,12 word [v] 16:12 29:14 46:21 66:15 69:22,24 words [v] 37:1 worked [v] 9:18,25 10:2 10:11 18:15 31:24 wrist [v] 47:3,11 write [v] 35:10,12 42:13 44:24 writing [v] 33:13 written [v] 22:22 24:7 34:3 40:15,17 44:18 52:25	68:22 wrong [v] 7:9 41:12 wrote [v] 29:17 46:20 47:9 53:25 69:14 -X- X [v] 4:1 -Y- year [v] 10:11 13:6 15:19 16:10 44:3 years [v] 9:20 10:1 12:3 yelling [v] 45:19 yet [v] 23:22 York [v] 11:2 yourself [v] 19:15 22:2 27:16 -Z- Z-Y-L-A-K [v] 13:5 Zylak [v] 13:3,15

1 COMMONWEALTH OF PENNSYLVANIA)
2 COMMISSIONER OF DEEDS)
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C E R T I F I C A T E

I, Wendy Blair, a Commissioner of Deeds in
and for the Commonwealth of Pennsylvania, do
hereby certify:

That the witness whose testimony appears in
the foregoing deposition, was duly sworn by me on
said date and that the transcribed deposition of
said witness is a true record of the testimony
given by said witness;

That the proceeding is herein recorded fully
and accurately;

That I am neither attorney nor counsel for,
nor related to any of the parties to the action in
which these depositions were taken, and further
that I am not a relative of any attorney or
counsel employed by the parties hereto, or
financially interested in this action.

Wendy Blair, Reporter

WENDY S. BLAIR
Commonwealth of Pennsylvania
Commissioner of Deeds
My Commission Expires June 5, 2006

PITTSBURGH, PA

SALE, PA

SARGENT'S
COURT REPORTING

INDIANA, PA

PHILADELPHIA, P
SOMERSET, PA

Fri. 4/11/03

Dawn Williams notes



Mr. H. Cl. has pt. to disagree.
Cl. must remain calm - if don't agree -
can ask ques., can write reply.

Mr. B. to: letter from Mrs. Although
to: phone conversations w/ Cl. - requesting work.
4/14 Adam - Although signed a statement that
his work was given to Mr. Stearns
Adam waited in 8th for. Clear quite
audible for her to keep him - came
back last 5 min. of class.

Adam came on 4th only requesting back assign.
Cl. wrote ^{in memo} memo to Mr. B. stating
she had given Adam his assign. He
lost it again - she gave it to him again.

(Cl. was observed 4/2, Aug 4/3, this incident
occurred 4/14)

- was asked if she ever stepped outside classroom
to receive calls - she said only from parents.
Mrs. Although said Cl. called Pharmacy - students
heard it. (She admitted she took call from
her Dr. and her Pharmacy.)

Mr. B. reminded her that these calls should
be happening in planning time only.



Mr. Nguyen - Appendix A - overall - Unreliable
Taken. Effectiveness - U.
Taken. - Student interaction - U.
Response to supervision - U.
Attitude - U.
Ability to cooperate - U.
Maturity - U.
Dependability - U.
Communication - U.

① Admin. Team - as per Mr. Bolecki
recommending dismissal to board
suspended without pay - (Board will vote on 4/28)

Pres:
Arling - compensated for drugs worked.
- should receive next 4 on more drugs.
Beneito - terminated in 30 days of board. (by Mr. Bolecki)
Joan Plano - pay of her. Dist.
Grade book - prep.
Student's work.

3/19/03 Mtg. w/ E. DeLeon
Mr. DeLeon, Mr. Higgins, Mr. Keller, Ky, Claudette, me

Mr. - 4th per. 3/24/03
met to discuss
strategies
and kldgs.

Revised Action Plan.

I. Prof. Competency (refer to attachment)
Structure. Techniques

- @ door - water for students without materials - lead to locker.
- have extra worksheets.

Be aware of alternative! Have materials for them!

- jumping around in boat had students confused! (as much as 60 pg.)
- consistency in what students are doing.
- remember who has turned in materials.
- water statements that are being made to students.

II. Person Chen: 1 Trait

Mr. Higgins operates a "Atad. Discipline day"
and a "Parent Contact day"

- Operes consistency in logging.

III Management & Org.
Refer to Action Plan

Charlotte acted mal and/or negl - Mr. Heller
reprimanded her - Reminded her to act professionally

Kop, A. Higgins, W. Beckner,
C. Keller, Claudette, me.

Metg. Thurs. 4/10/03

Re: Classroom observation

First. w/ stud. w/ missing work - ongoing.

Claudette admitted the misplaced paper -
in student. in wrong class. (was only 1 stud.)

Ms. Higgins said he talked to 2 students who
were missing work that the misplaced.

Mr. Beckner said that wasn't the case.

(He had to warn her about being disrespectful.)

Cl. Says her class was perfect.

Mr. B. brought up about disruptive

Cl. She indicated was totally then
Mr. B. perspective. She said kids were
asking permission in Spanish to talk.
Mr. B. said no one seeing hands.

Cl. Kids asking in Spanish
Mr. B. accused Cl. of taking same lesson
as in beginning of yr.

Cl. Says no - were ~~the~~ during. never.
Mr. B. he disagreed

At beginning Cl. was handed a sealed
envelope which contained her most
recent classroom observation. She

let it lay without opening until told.
Once opened, she refused to read it
after being prompted by Deere.

Q. indicated to Higgins that her lawyer
would respond to his letter.

- She was told it wasn't a lawyer issue.
It was an in-school issue between

employee - employer.

Q. got belittled - was told by Bldg. Mgr.
to calm down and not threaten admin.

She didn't listen.

Threatened grievance appt. Mr. B. (reminded
him that she filed 2 others over yrs. and
won - could win again)

Then in Mr. B.'s face that he was in
hall yelling @ another teacher - but never
wrote him up. - Boastfully accusing
discrimination.

Q. said she was a perfect teacher and
the admin. was harassing. Bldg. Mgr.
couldn't stop her - admin. couldn't
stop her. Bldg. Mgr. finally took
her out so she harassed her worst,
the other was telling her to stop -

finally escorted her out to Mr. Thompson's
office. Tried to calm her - couldn't.
She wanted to go home - we asked
Admiral - they said no - she is "under
(?) contract and must fulfill her daily
obligations"
We did bid bundle 8th per. class.

Admiral told Wg. neg. that she was
misunderstand - and reminded me what
that meant - implying termination.

Metg. held. for Fri. April 11, 2003 @ 3:10.

Mem. 3/24/03

Re: Rpt. on classm. mgmt.

Ch. Higgins: Found concerns etc. (negative)

- Neg. comment in 3rd paragraph abt. Mr. Heller.
- wants her to re-read Chap. 4 on T.A. mgmt. for her classroom.

Chap. 4 Ag. Ste-2 "Games"

Claudette ① Student is verbally abusive
"mgmt. - address after class"

Good.
Mr. Higgins
mgmt.

Then move on.
when meet w/ stud. after class -
explain why - mgmt. behavior
break 2 rules - break classm. rules.
Will need to file "misconduct".
Is a game - not to be tolerated.

② Another disc. prob. -
be more accurate in reporting facts.

Chap. 3 Recording classroom.

- A stud. she had prob. w/ - nothing done.
- Mr. Redner had some prob. w/ same stud,
but stud. suspended.
Claudette has prob. w/ that!

Charlotta would like to theme
Ladner's McDonald because they have
some students.

- She wanted to know if she could send a student
to "time out" in another lang. Telen's room.

Mr. Higgins - wants to see more compliments
to students who are making an effort

* "High Achievers" - rewards -
not same as low level - based on effort

* descriptive - "Word work on 'er' and 're' words
evaluative - "Word work on the."

Read Chapter 7 & 8 Met 7th Per. Friday
Start @ what we do in classroom
and how to utilize the specific.

Met 3:15-3:45 Wed. 2/26/03
in my room to go over above pgs.
Turn in Disc. log

Meq. after received 2/4/03

w/ C. Becker, Mr. Becker, Mr. Morgan, me
Re: Incident on previous Fri. when Claudette
sent Annie Mueley to office for putting gum
in Claudette's hair.

Mrs. G. talked to Annie - she didn't do it -
but Claudette sent Annie because she was
moody. Mrs. found Stephanie Rice to
be the one who threw gum.
Stephanie got a 1 day dr-hl. suspension
and 2 mt. ltr. +

2 Claudette doesn't quite believe Stephanie did it -
but if she did, she'd like to find out why
Stephanie is throwing things.

Mrs. G. "bided" her for not listening to what
Admin. tells her about Prob. & in class.
Action Plan isn't working - need to do
something else.

Claudette feels "pressure" when being observed.
Doesn't want to use medication.
Takes to Ben Hartman to help calm her - feels
his a friend and cares.
Wants to visit a tutor - friend @ Villa Maria
to observe her.

(2/11/03 mtg. continued)

Mrs. commented Claudette for turning
computer around.
Suggests a better system for collecting
materials.

Jan. 21, 2003

Metg. w/ Mr. Beckner, Mrs. Beckner, & William
Mr. Higgins -

Mrs. Beckner was @ computer w/ back to class -
printing design & for an absent student
as per Mr. Higgins' request.

Cherie Mackley was out of her seat - Gym
thrown at Mrs. Beckner's hair - Cherie
was accused - denied it - shouted obscenities
etc. (as per Mrs. Beckner)
Cherie asked to be written up - wants
to be sent to a home.

Happened at \approx 8:14 PM per. on 1/21/03.
He didn't call Mrs. Mackley.

(A similar situation happened on there.
w/ Dawn Wisinski - supposedly he threw
an eraser off a pencil @ Mrs. Beckner)

Claudette had 2 students out on passers.
they were questioned as to who did throw gum -
they said it was another girl - ^{Stephanie} Stephanie
Mrs. G. has Cherie in office @ 8:09 which
doesn't "gill" w/ Claudette reason

Time discrepancies.

Unice has had many detentions -
but no misconduct prior to this.
Observations on bulletin board.

Mrs. Mosley wants to come in for a conf.
Mrs. Winnicki " " " " " "

(last acct. w/ David Vandenberg - ^{accused by} throwing things
and Stephanie Ricci)

Claudette believes her classroom
management plan is working.
Large she monitors students closely.

Action Plan - she says - is not working!
Being stressed every 2 wks. can't helping
wants to go to workshops.

Claudette B. Stern

10/23/02 Classroom. After.
by Mr. Heller.

10/16 (Wed. - 5th per.)

Prep. and observation - given "S"
structure: effectiveness -
" "
" "
- everything else

Mr. Bodern - on time - took stand. etc.

Suggestion: talking slower for clarity
OK for underst. before moving on
to next concept

When asking ques. - said "Everybody"
should have them raise hand.
Give chance for a response.
And keep to the down.

When stud. respond w/rt. ans. -
need pos. reinforcement.
He says he does in Spanish -
but willing to do more.
Thru to very clear more toward
stud. centered rather than
taken centered.

Overall - lesson went well and was satisfied.
Mr. Higgins and Mr. Heller will become a diff.
class next time.

In regards to Victor Flea - very good.
Claudette doesn't agree that things are
going that well. She says ~~that~~ that there are

disruptive students.

- Mr. Heller feels like he's better equipped because of Action Plan.
- He says it helps to have her own classroom.
- More understanding from students w/ norm.
- He says like doing the same things like change done. But that's not still disruptive. He doesn't think Action Plan is helping a lot.
- ^{Mr.}Strategies are same -
- Claudette says he thinks things are same -
- Mr. Heller says things seem better. He asked repeatedly what the key. Could be attributed to - He didn't know because he didn't think the classes were better.
- It wasn't recorded.
- Mr. Heller tried to be positive - He didn't seem to understand that.

IMPORTANT INFORMATION ON REVERSE

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endorsement areas herein in the schools of the Commonwealth of Pennsylvania

NSN 7540-01-248-8000-1

THE UNIVERSITY OF MICHIGAN

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EXHIBIT
33

CRAWFORD CENTRAL SCHOOL DISTRICT MINORITY HIRINGS

NAME	RACE	GENDER	BEGINNING DATE OF EMPLOYMENT	ENDING DATE OF EMPLOYMENT	POSITION
1 Campbell, Vera	Hispanic	F	8/23/2004	Current	Guidance Counselor
2 Frakes, Susan	White - French	F	Aug-83	Current	French Language Teacher
3 Foster, Tammy	Black	F	5/24/2004	Current	Elementary Teacher
4 Foster, Tammy	Black	F	9/3/1999	Jun-04	Teacher Aide
5 McGee, Maria	Hispanic	F	8/26/2005	Current	Spanish Language Teacher
6 Rathman, Syke	White - German Origin	F	8/22/1986	Current	English as a Second Language Teacher
7 DeLoe, Claudette	Hispanic	F	Aug-89	4/14/2003	Spanish Language Teacher
8 Froehch, Doreen	Jamaican (Place of Birth)	F	9/22/1986	Jun-04	Social Studies Teacher
9 Bradwell, Beatrice	Black	F	Sep-80	Jun-02	Lunch Monitor
10 Manning, Paul	Black	M	10/31/1997	Aug-01	Substitute Custodian & Teacher Aide
11 McFerrin, Leo	Black	M	8/31/1998	8/28/2003	Social Studies Teacher
12 Alsa, Manuel	Hispanic (Cuban)	M	Jun-88	Jun-78	Spanish Language Teacher
13 Warner, Barbara	Black	F	4/30/1978	Jun-00	Custodian
14 Conde, Gloria	Hispanic (Cuban)	F	8/2/1967	1/21/1991	Spanish Language Teacher
15 Powell, Henri	Black	F	8/31/1970	1/4/2002	Elementary Teacher
16 Skerfing, Val	Black	F	10/10/1988	8/7/2001	Lunch Monitor
17 Arnold, Richard	Black	M	6/1/1987	6/2/1989	Curriculum Director
18 Moody, Darrell	Black	M	8/28/1980	4/18/1986	Custodian
19 Lopez, Irene	French (Place of Birth)	M	Aug-88	Jun-97	French Language Teacher
20 Martinez, Roberto	Hispanic (Cuban)	M	Jul-84	Jul-97	Spanish Language Teacher
21 Montes, Maria	Hispanic (Cuban)	M	7/16/1962	8/7/1984	Spanish Language Teacher
22 Roger, Rosa	Hispanic (Cuban)	F	8/15/1966	Jun-88	Spanish Language Teacher
23 Dixon, Arnette	Black	F	8/20/1972	8/2/1993	Principal Teacher - Secondary
24 Lawrence, Roland	Black	M	6/20/1974	7/26/1998	Health & PE Teacher
25 Rodriguez, Janine	Moroccan	F	6/20/1978	6/8/2002	Spanish Language Teacher
26 Heam, Minnie	Black	F	Jul-74	2/19/1982	Custodian
27 Heam, Ruth	Black	F	Jan-81	1/12/1988	Custodian
28 Jenkins, Rose	Black	F	Jan-81	4/1/1986	Custodian
29 Steyer, Richard	Black	M	4/26/1983	Aug-83	Substitute Custodian & Transit Officer
30 Johnson, Neta	Black	M	11/2/1978	1/1/1984	Custodian
31 Asberry, Cydelle Mae	Black	F		7/31/1987	Custodian (Retired)



CRAWFORD CENTRAL SCHOOL DISTRICT
MEADVILLE, PENNSYLVANIA
PROFESSIONAL EVALUATION INSTRUMENT

appendix A must be used in conjunction
with the Philosophy and Rationale Section.

Teacher deleon, Claudette

Building Meadville Senior High

Subject Area Foreign Language 6/9/00 Grade Level 9 - 12 Years of Service as a full-time employee in the District 11

Rating: Satisfactory U - Unsatisfactory

PROFESS SIGNAL COMPETENCY

A. PREPARATION - PLANNING

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO PREPARE, PLAN, AND USE EFFECTIVELY INSTRUCTIONAL LESSONS APPROPRIATE TO THEIR TEACHING ASSIGNMENT.

The following criteria are guidelines for consideration:

- 1. The following criteria are guidelines for consideration:
- 2. Instruction indicates definite goals have been established in correlation with the curriculum.
- 3. Resourceful in selection of instructional materials.
- 4. Teacher participates in peer-group discussion of teaching techniques
- 5. Lesson plans were purposeful.

Comments:

Has written plans, seating charts, plus special schedules available (when appropriate).
The room is attractive and neat (use of bulletin boards, posters, etc.)
Teacher adjusts the physical features of the room to provide a healthful and meaningful environment.
Decor or room corresponds to curriculum.

B. TECHNIQUE - TEACHING EFFECTIVENESS

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO USE APPROPRIATE TEACHING TECHNIQUE TO ENHANCE TEACHER EFFECTIVENESS.

The following criteria are guidelines for consideration:

- 1. Uses auditory and visual aids purposefully.
- 2. Makes explanations clear and concise.
- 3. Uses student's experiences to motivate interest.
- 4. Uses a variety of instructional methods.
- 5. Stimulates interest and curiosity.
- 6. Obtains positive reaction from most students
- 7. Makes effective use of community resources.

Comments:

Encourages and directs students interactions.
Attempts to motivate students in reaching levels of performance consistent with their ability.
Provide for student involvement in planning of classroom activities.
Provides alternative methods of study.
Maintains class control essential to the learning process
Teacher demonstrates knowledge of the subject

C. TEACHER-STUDENT INTERACTION

ALL PROFESSIONAL STAFF SHOULD ENCOURAGE POSITIVE TEACHER - STUDENT RELATIONSHIPS

The following criteria are guidelines for consideration:

- 1. Courtesy and tact - is polite, considerate and respectful with students;
- 2. Attempts to maintain consistencies when working with students.
- 3. Encourages positive, professional relationship with students.
- 4. Strives to develop self-discipline such as responsible behavior, respect, and honesty in the student
- 5. Understands and respects differences in abilities, interests and needs of students.

Comments:

Encourages student interaction and free expression of ideas.
Encourages the development of desirable study habits and/or use of study time.
Encourages the student in the planning of classroom activities.
Establishes an attitude of friendliness and a feeling of mutual interest between students and teacher; shows no favoritism or partiality

II. PERSONAL CHARACTERISTICS AND TRAITS

A. RESPONSE TO SUPERVISION

ALL PROFESSIONAL STAFF SHOULD BE ABLE TO RESPOND EFFECTIVELY TO SUPERVISION

The following criteria are guidelines for consideration:

- 1. Demonstrates ability to work with administrators to achieve educational improvements.
- 2. Observes administrative policies while reserving the right to seek change.
- 3. Responds to constructive criticism for improvement of the educational program.

Comments:

B. ATTITUDE

ALL PROFESSIONAL STAFF SHOULD DISPLAY POSITIVE ATTITUDE TOWARD ACHIEVING EDUCATIONAL GOALS.

The following criteria are guidelines for consideration:

- 1. Displays interest, enthusiasm, flexibility and dedication as a teacher.
- 2. Is polite and considerate.

Comments:

James C. Lestak

C. ABILITY TO COOPERATE

☒ S

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COOPERATE WITH OTHERS.
The following criteria are guidelines for consideration:
Maintains sound relationships and works constructively with students, parents and school personnel.
Carries out extra duty assignments regularly.

Comments:

D. MATURITY

☒ S

ALL PROFESSIONAL STAFF SHOULD DISPLAY MATURITY.
The following criteria are guidelines for consideration:
Demonstrates self-confidence and a pleasant disposition toward students, parents and co-workers, has a sense of humor.
Exhibits intelligent, mature behavior and conducts himself in a manner which exhibits professional dignity.
Demonstrates honesty and respect for laws.

Comments:

E. DEPENDABILITY

☒ S

ALL PROFESSIONAL STAFF SHOULD BE DEPENDABLE.
The following criteria are guidelines for consideration:
Is responsible in meeting education obligations.
Is punctual in meeting schedules, can be relied upon to take some initiative and cope with various circumstances which may arise.

Comments:

F. COMMUNICATION

☒ S

ALL PROFESSIONAL STAFF SHOULD DEMONSTRATE THE ABILITY TO COMMUNICATE EFFECTIVELY.
The following criteria are guidelines for consideration:
Demonstrates appropriate use of language and voice control.
Gives clear and concise instructional directions.

Comments:

G. PHYSICAL CHARACTERISTICS

☒ S

ALL PROFESSIONAL STAFF SHOULD GIVE ADEQUATE ATTENTION TO PERSONAL AND PHYSICAL CHARACTERISTICS.
The following criteria are guidelines for consideration:
Gives adequate attention to personal grooming and appropriate dress.
Is physically fit as evidenced by regular attendance, and the ability to carry a normal assignment. (This does not apply to temporary disabilities).

Comments:

H. PROFESSIONALISM

☒ S

ALL STAFF SHOULD STRIVE FOR CONTINUED PROFESSIONAL GROWTH OPPORTUNITIES.
The following criteria are guidelines for consideration:
Strives to attend workshops, seminars, etc. to provide for professional growth.
Is an active member in professional organizations.

Comments:

Teacher's Comments: (If extra comment area is needed, please attach additional sheet.)

I have read this report and discussed it with my evaluator.

OVERALL EVALUATION:

☒ S

Satisfactory

☐

Unsatisfactory

Charlotte de Seni-Pulcher
Signature of Teacher

[Signature]
Signature of Evaluator